

# Geography - lesson plans for non-teachers

## FAIR TRADE

### Key Stage 2

Ages 7 - 11, Scotland P3 - P6

Years 3-6

#### Where this lesson will fit into the national curriculum

This lesson is suitable for primary school children aged 7-11. It introduces fair trade through internet research into tea-growing countries and the tea supply chain. Within the National Curriculum this fits into Unit 18, connecting ourselves to the world which shows how ICT (information and communication technology) can be used to develop geographical skills and ideas. This can be used at any time of year.

#### You will need

- Pictures of tea growing from the accompanying resources.
- To ask the teacher if you may hold the lesson in the school's computer suite so that the children may research information on the Internet.
- To ask the teacher for some world atlases for the children to use.
- A 'blank' world map outline for the children to draw on.
- Packaging from a fairly traded tea product

#### Introduction to the lesson

Show the photographs of tea production to the children. Ask them if they recognise what is being grown? Has anyone been to a place where tea is grown? Show some tea growing locations on a world map. Does anyone know how far away these places are?



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### Leading the lesson

Ask the children to find out all they can about tea and how it is grown, harvested and produced by researching information from the Internet. You may like to suggest some suitable websites for them to visit in their research such as:

[www.traidcraft.co.uk](http://www.traidcraft.co.uk)

[www.fairtrade.org.uk](http://www.fairtrade.org.uk)

[www.tea.co.uk](http://www.tea.co.uk)

You may need to provide the children with pens and paper to make a note of their findings.

Bring everyone together and talk about the children's discoveries. Ask them to think about the different stages of the tea supply chain. Who will be involved? Talk about tea buyers, exporters, importers, processors, packers, transporters and retailers. Talk about the fact that usually everyone wants to buy the tea as cheaply as possible so that they can sell it on at a competitive price and attract buyers themselves. Explain that often it is the tea producers - who do much of the hard work growing the tea and harvesting it - who lose out, and end up selling their tea at very low prices. Explain that they are sometimes forced to sell the tea for less than what it cost them to produce it and the price is often unreliable so they can't plan for the future or make investments. Life is very unpredictable and, because most of these countries don't have government support or benefit/social security systems, many people end up living in extreme poverty and never have the opportunity to work their way out of it.

Explain that fair trade aims to tackle this problem by paying producers a guaranteed minimum price for their tea, ensuring that workers are treated well and also paying a 'community premium' which can be used to install fresh water pumps, schools or electricity in the local community so that the producers and their families can work their way out of poverty.

Show the children fair trade tea packets and talk about where it can be bought. Hand out 'blank' copies of a world map and ask the children to mark the tea growing locations on it and to write some tea facts they have found on the websites.

If some children finish very quickly you can tell them to go back to the Internet and find out about the production of another fairly traded product such as coffee.

### Thoughts to leave with the children

Ask the children whether they or their parents/ carers/grandparents drink tea? Ask them whether it is fair trade tea and, if not, whether they think they could persuade those they shop/live with to switch to fair trade. Encourage the children to discuss and decide on the 3 key points about fair trade that they would want to share with their families to convince them that it is worth buying fair trade tea.

### Suggestions for follow-up work

As a follow-up activity, ask the children to research life in one of these tea-growing countries. They could produce posters in groups or individual pieces of work on a particular country with facts and figures and how fair trade aims to make a difference.